Counseling and Human Development Program
Vital Statistics and Program Outcomes Report 2023-2024

Introduction

The Counseling and Human Development (CHD) Program at Walsh University engages in annual quantitative and qualitative program evaluation to inform systemic program changes. This evaluation process is guided by the 2024 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the University Program Assessment Committee (UPAC) at Walsh University. The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, student learning outcomes, and program modifications and improvements.

Vital Statistics 2023-2024

Program Enrollment

Clinical Mental Health Counseling Students: 127
School Counseling Students: 36 (Including 4 Dual Students)
Total CHD Student Enrollment: 163

	Number of Graduates	Completion Rate	Licensure Pass Rate	Employment*
Clinical Mental Health Counseling	10	75%	NCE: 85%	89%
School Counseling	1	100%	ODE: 100%	100%

*Those who were actively seeking employment

Student Demographics

The Counseling and Human Development Program has a diverse range of students with respect to both ethnicity and gender. The largest group, at 45%, identifies as White, followed by 42% who prefer not to disclose or identify with a specific category. Minority groups are represented, with 2% Asian, 4% Black, and 6% Multiracial students. Additionally, the program fosters gender inclusivity with a strong majority of female students (82%) and a significant representation of male students (18%).

Student Learning Outcomes

For the 2023-2024 academic year, we examined Student Learning Outcomes 1 and 2 from our CHD Assessment Plan.

SLO 1: CHD students will demonstrate core knowledge competencies in counseling (8 core CACREP areas).

Results: In a data analysis of 408 artifacts, it was found that 84% of students are either meeting or above expectations in demonstrating core counseling knowledge competencies.

Conclusions and Action Plans: Assessment data reveals that CHD students are effectively meeting expectations in developing and demonstrating knowledge across the eight core CACREP areas. This achievement underscores the program's alignment with the foundational competencies required for professional counseling practice. However, with the transition from the 2016 CACREP Standards to the 2024 Standards, minor adjustments throughout the program are necessary to ensure continued compliance and to fully embrace the updated guidelines. These refinements will further strengthen the program's foundation and maintain its commitment to providing a high-quality educational experience that prepares students for the evolving demands of the counseling profession.

SLO 2: CHD students will integrate core counseling skills in practice and in practicum/field experiences.

Results: In a data analysis of 442 artifacts, it was found that 96% of students are either meeting or above expectations for integrating core counseling skills in practice and in field experiences.

Conclusions and Action Plans: Although student performance data for BSC 560 suggests that *all* students are exceeding expectations on skills competencies, Site Supervisor Evaluations contradict this finding. Given that BSC 560 is an introductory course, it's improbable that all students have achieved mastery. To gain a more accurate understanding of student competency, a more robust evaluation method is needed. The upcoming adoption of Tevera and the course refresh present an opportunity to implement a more effective assessment tool. The Counselor Competencies Scale – Revised (CCS-R), which is embedded in Tevera, will provide a detailed, nuanced evaluation of student skills competency in the BSC 560 course.

Program Modifications and Improvements (2023-2024)

Retention and Completion:
The program has maintained a strong retention rate, with 100% of first-time students continuing from Fall 2023 to Fall 2024. However, this figure does not fully reflect the complexity of the program's five-entry-point model. While retention remains high, completion rates have declined over the past three years, dropping from 27 graduates in 2020-21 to just 11 in 2023-24. This decline coincides with the transition to online delivery in Fall 2021 and a significant enrollment increase of 100 students in the years since the program went online.

To improve retention and completion rates, several strategic initiatives have been introduced. Engagement between students and faculty remains a priority. CHD Masterclass sessions, held twice per semester, offer in-depth discussions on professional counseling topics and provide an opportunity for faculty and students to connect. The Counseling Skills Lab (BSC 560) and Group Counseling experience (CHD 626) have been redesigned to include weekly synchronous meetings and active learning practices, along with optional live sessions in asynchronous courses. Faculty are also engaging in research projects and conference presentations alongside students, fostering inquiry and contributing to advancements in the counseling field.

Curriculum:
Several curriculum changes have also been implemented to support student success. In response to student feedback, the program is developing a creative counseling intervention elective to provide more hands-on, technique-based learning opportunities. Course sequencing was adjusted in Fall 2023 to help students complete their degrees more efficiently—three years for single concentrations and four years for dual concentrations. This restructuring ensures that learning builds progressively and supports student success. Additionally, expanding active and collaborative learning techniques across courses will help sustain engagement in the online format.

Communication:
Efforts to improve communication and student support systems have also been a focus. The adoption of the Tevera platform has improved deadline communication and field experience management, helping students with placement, tracking hours, and evaluations. The creation of a unified CHD email account has further streamlined communication across the program. To provide personalized support, a dedicated Student Success Coach is available for retention and remediation efforts, specifically identifying and working with students who have failed courses. Additionally, an evaluation of the Field Experience Application Process has been implemented to enhance assessment and tracking systems.